

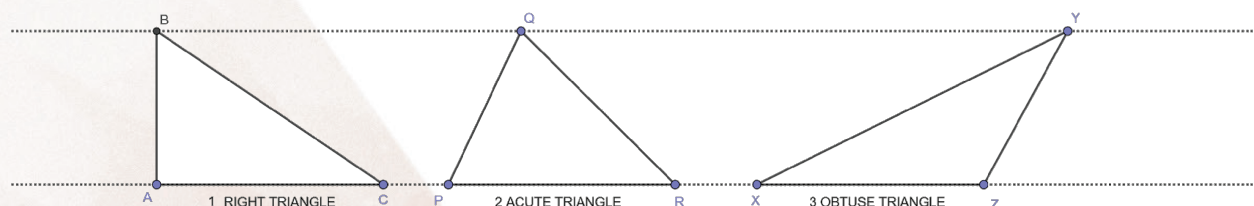
Areas of Triangles between Two Parallel Lines with Same Base are Equal

Proof(?) by Paper Folding

BABURAJAN K

Introduction

There are many methods to prove that the areas of triangles between two parallel lines and with the same base length are equal. Here, we are discussing the proof using a paper folding method. We give the geometric reasoning of the proof and follow it up with the implications of this in the paper folding activity. During the paper folding activity, some geometrical properties are used intuitively, and the questions alongside will serve to stimulate both observation as well as reasoning and deductive skills in the students. We hope that this approach illustrates that results which are observed during the paper folding are based on beautiful and rigorous mathematics.



In this article, we consider three triangles (right-angled, acute and obtuse), all of which are of the same height and the same base. We prove that all these triangles have the same area. Note that the following are **not** assumed:

1. The formula for the area of a triangle. This will be arrived at (for all three types of triangles).
2. The mid-point theorem.

Theorem to be proved

Triangles on the same base (or equal bases) and between the same parallel lines (i.e., of equal height) are equal in area.

Steps

Here we are considering three different types of triangles, i.e., the right triangle, acute triangle and obtuse triangle with the same base length and lying between the same parallel lines. For this we construct each of these triangles with base ' b ' and height ' h ' as shown in Figure 1.

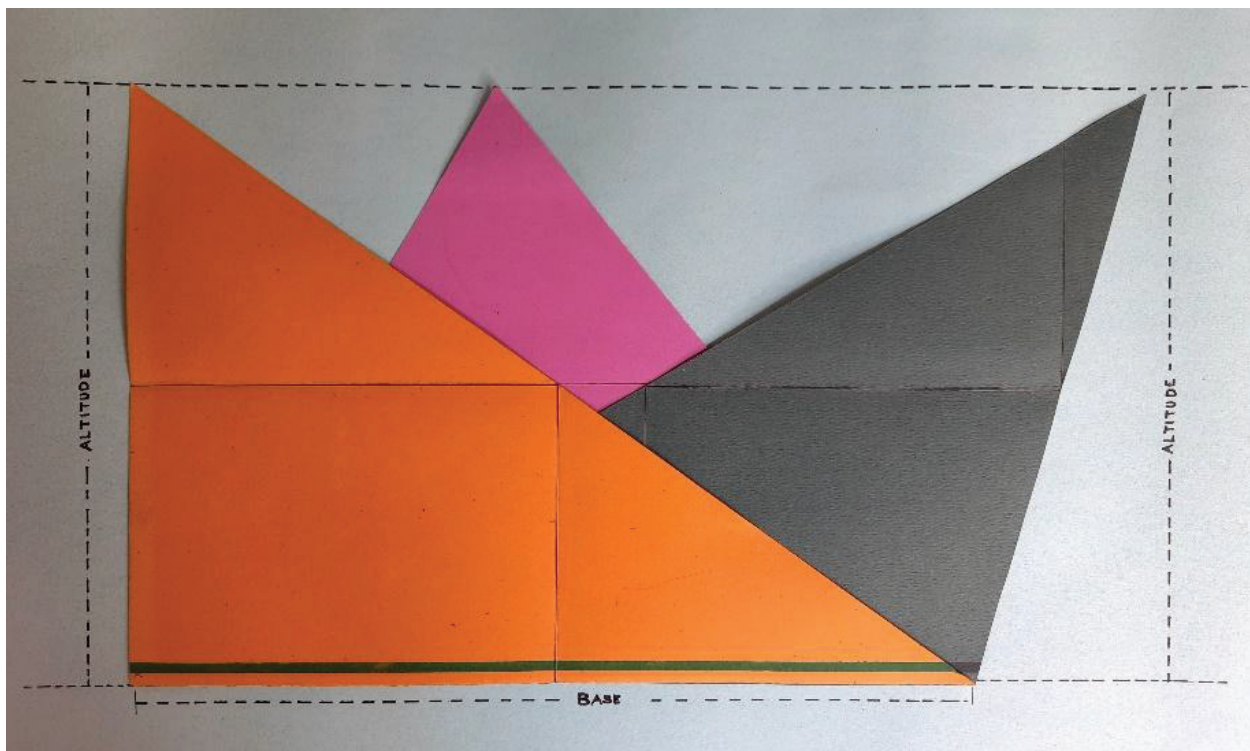


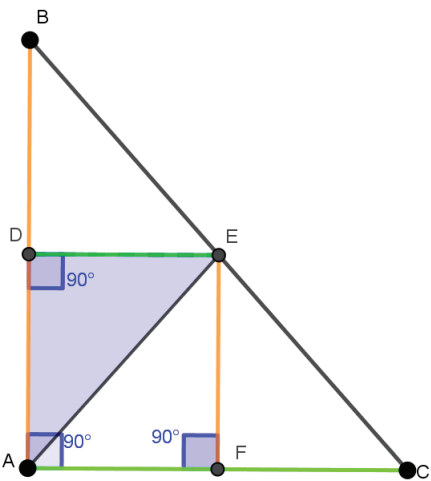
Figure 1.

Let us follow the steps for each triangle as given below.

(Note: The sequence of reasoning is to be read column-wise.)

1. Right Triangle

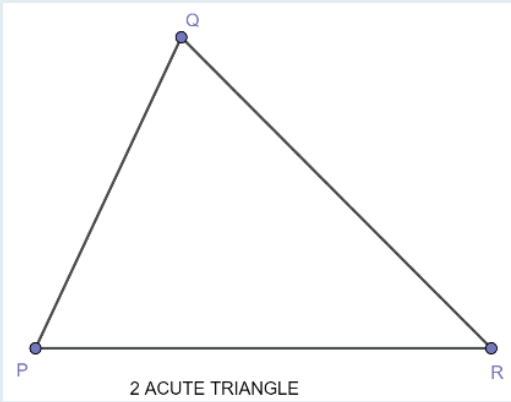
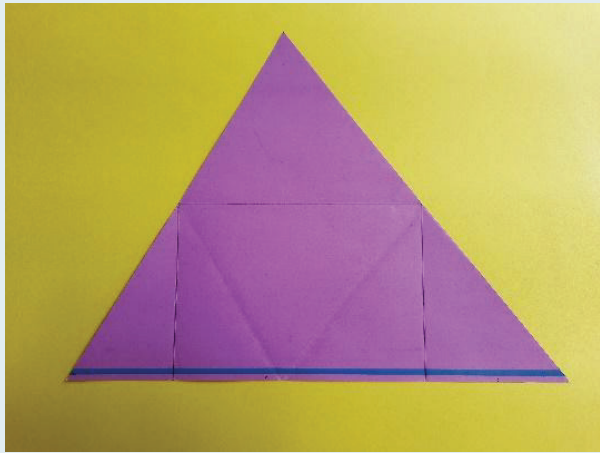
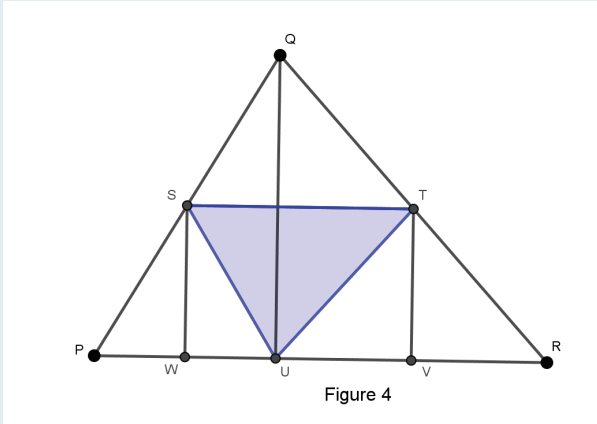
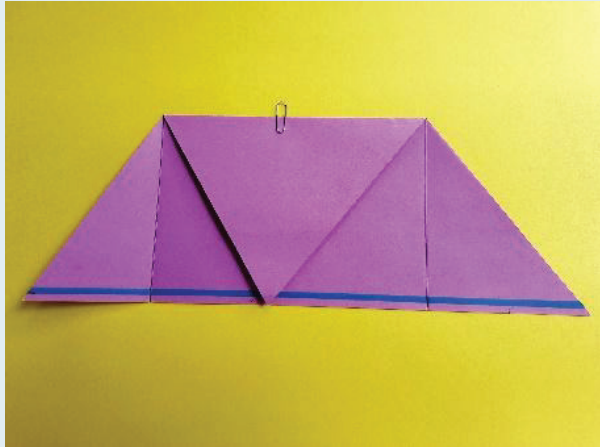
Geometric Reasoning	Paper Folding
<div data-bbox="312 371 821 763" data-label="Image"> </div> <p data-bbox="522 797 611 826">Figure 1.</p> <p data-bbox="266 857 869 1003">Let $\triangle ABC$ be a triangle (of base $AC = b$ and height $AB = h$) which is right-angled at A. Let DE be the perpendicular bisector of BA. We will prove that E is the mid-point of BC.</p> <div data-bbox="312 1028 821 1420" data-label="Image"> </div> <p data-bbox="522 1453 611 1482">Figure 2.</p> <p data-bbox="266 1514 782 1547">Drop EF perpendicular to AC and join AE.</p> <p data-bbox="266 1568 799 1641">Clearly, $AFED$ is a rectangle since three of its angles are right angles.</p> $\therefore DB = DA = EF.$ <p data-bbox="266 1729 792 1762">And DE is parallel to AF (and hence to AC).</p> <p data-bbox="266 1785 807 1897">So, $\angle DEB = \angle FCE$ and this proves that $\triangle DEB \cong \triangle FCE$ (by AAS since both are right triangles).</p> $\therefore BE = EC$ <p data-bbox="266 1984 604 2018">So E is the mid-point of BC.</p>	<p data-bbox="894 376 1487 409">Make a paper cut-out of the right triangle $\triangle ABC$.</p> <div data-bbox="939 439 1451 822" data-label="Image"> </div> <div data-bbox="939 860 1451 1243" data-label="Image"> </div> <p data-bbox="894 1279 1496 1386">Fold the triangle so that the point B coincides with A. The fold line DE is the perpendicular bisector of BA.</p> <p data-bbox="894 1411 1496 1482">Fold AC so that (i) the two parts of AC are aligned and (ii) the fold line passes through E</p> <p data-bbox="894 1505 1470 1538">Let the point where the fold line meets AC be F.</p> <div data-bbox="939 1565 1451 1948" data-label="Image"> </div>

Geometric Reasoning	Paper Folding
<p>We have just reasoned geometrically that E is the mid-point of BC. Can you also prove that the four triangles ADE, BDE, EFA and EFC are congruent?</p> $BD = DA = EF = h/2$ $AF = FC = b/2$ <p>And, $AE = BE = CE$</p>  <p style="text-align: center;">Figure 3</p>	<p>$\angle AFE = \angle CFE$ (since they superimpose on each other)</p> $= \frac{1}{2} \angle AFC = \frac{1}{2} \times 180^\circ$ $= 90^\circ \therefore EF \perp AC$ <p>Observe that C coincides with A superimposing $\triangle EFC$ on to $\triangle EFA$, while $\triangle BDE$ superimposes on $\triangle ADE$ thanks to the fold along DE. So, we get two rectangles with base $b/2$ and height $h/2$. The sum of the areas of these two rectangles is equal to the area of $\triangle ABC$.¹</p>
<p>The equalities we arrived at by geometric reasoning resonate in the paper folding. We see that the area of the rectangle</p> $DEFA = AF \times AD,$ $AF = \frac{1}{2} AC = b/2 \text{ and } AD = \frac{1}{2} AB = h/2,$ $\triangle ABC = 2 \times DEFA = 2 \times AF \times AD = 2 \times b/2 \times h/2 = \frac{1}{2} b \times h$	
<p>We also observe both through geometry and through paper folding that $BE = AE = CE \Rightarrow E$ is the circumcentre \Rightarrow We have also arrived at the result that the circumcentre of a right triangle is the midpoint of its hypotenuse!</p>	

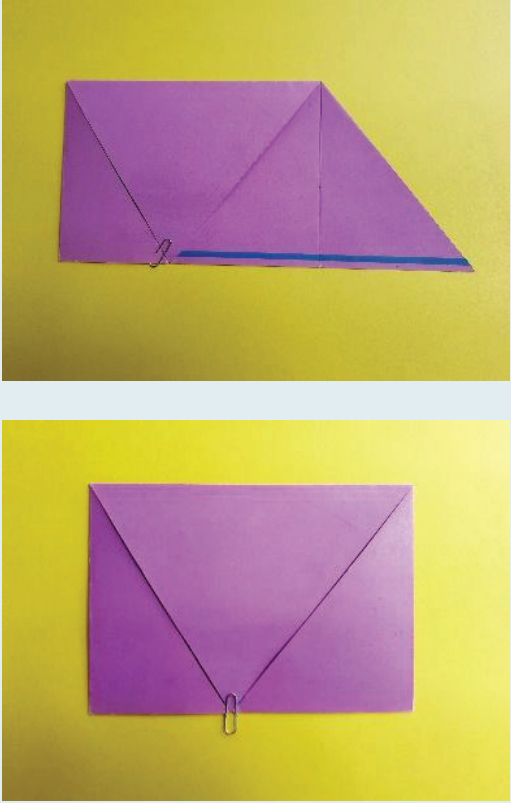
Now we can check the other triangles with similar steps.

¹ Check Unfolding, At Right Angles, Jul 2014 issue for folding a perpendicular to a given line through a given point.

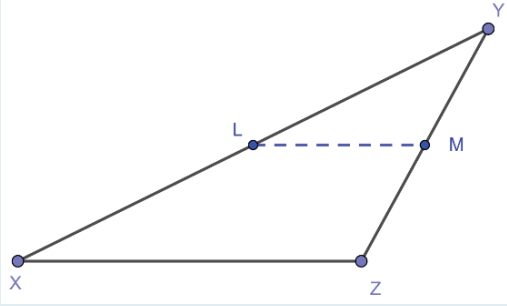
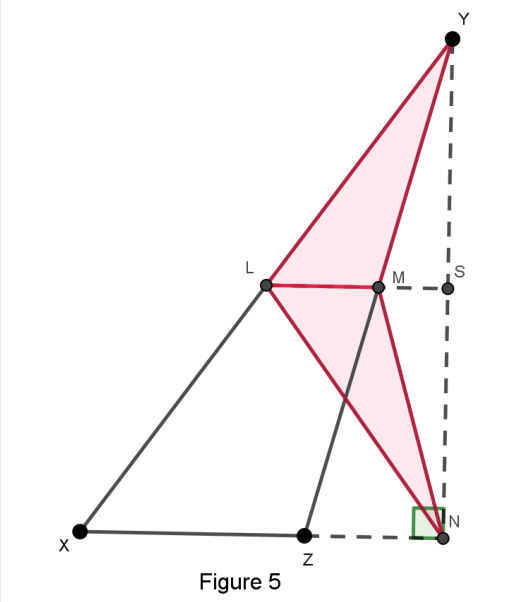
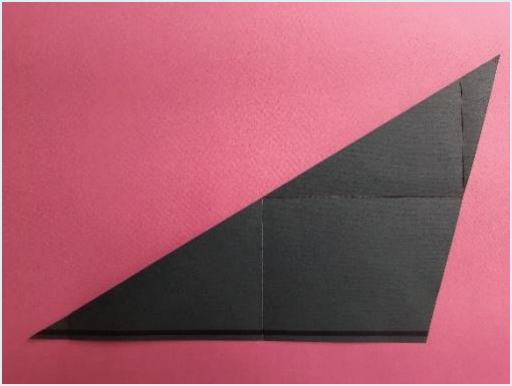
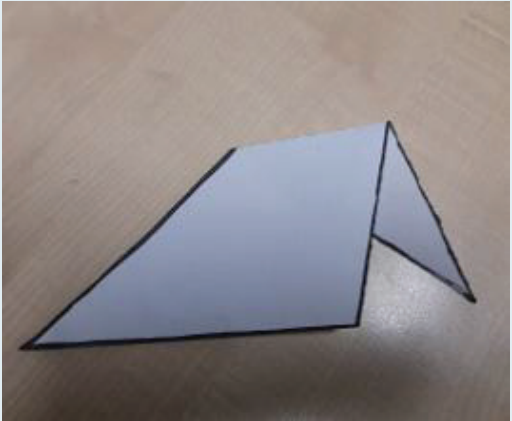
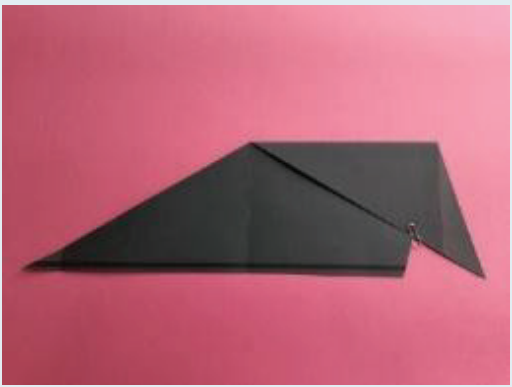
2. Acute² Triangle

Geometric Reasoning	Paper Folding
	
<p>Let $\triangle PQR$ be an acute angled triangle with base $PR = b$ and height h.</p>	
 <p>Figure 4</p> <p>Here, we mark the mid-points S and T of sides PQ and QR respectively and draw the line ST. Draw two perpendiculars SW and TV to the base PR. Let U be the foot of the perpendicular drawn from Q to PR. ($QU = h$)</p> <p>In the right triangle $\triangle QUP$, S is the mid-point of the hypotenuse QP.</p>	 <p>Mark the mid-points S and T of the sides PQ and QR by folding.</p> <p>Mark the foot U of the perpendicular to PR through Q by folding.</p> <p>Can you see why Q coincides with U on folding along ST?</p>



2 This also works for right and obtuse triangles and for those cases we need to consider the longest side as the base. However, for an acute triangle the base can be any side.

Geometric Reasoning	Paper Folding
<p>We have proved above that therefore $SQ = SP = SU$.</p> <p>Similarly, in the right triangle ΔQUR, T is the mid-point of the hypotenuse QR.</p> <p>So, $TQ = TR = TU$.</p> <p>$SQ = SU, TQ = TU \therefore SQTU$ is a kite. Its diagonals QU and ST will be perpendicular. If they intersect at Y, then $QY = YU = b/2$.</p> <p>ST is the perpendicular bisector of QU.</p> <p>We can prove that ΔSWP and ΔSWU are congruent. (How?)</p> <p>So, W is the mid-point of PU.</p> <p>Similarly, $\Delta TVU \cong \Delta TVR$.</p> <p>So, V is the mid-point of UR.</p> <p>$\therefore ST = WV = WU + UV = \frac{1}{2}PU + \frac{1}{2}UR$</p> $= \frac{1}{2}(PU + UR) = \frac{1}{2}PR = b/2$	 <p>Can you also see why P and R fold along SW and TV, the perpendiculars to PR, to meet at U?</p> <p>[What kind of triangles are ΔPSU and ΔRTU?]</p>
<p>Again, the paper folding aligns perfectly with the geometric reasoning.</p> $ST \perp QU \text{ and } QU \perp PR \Rightarrow ST \parallel PR$ <p>$ST \parallel PR$, and $SW, TV \perp PR \Rightarrow WSTV$ is a rectangle, and its area is $b/2 \times b/2$</p> <p>Since $WSTV$ is ΔPQR folded into 2 layers, $\Delta PQR = 2 \times STVW = \frac{1}{2}bh$.</p>	
<p>Find three angles which are equal to $\angle PQR$, $\angle QRP$ and $\angle RPQ$ respectively. Using these three angles can you prove that the sum of the angles in a triangle is 180°?</p> $\angle PQR = \angle SUT \text{ since } USQT \text{ is a kite}$ $\angle QRP = \angle TUV \text{ since } \Delta TRV \cong \Delta TUV$ $\angle RPQ = \angle SUW \text{ since } \Delta PSW \cong \Delta USW$ $\therefore \angle PQR + \angle QRP + \angle RPQ = \angle SUT + \angle TUV + \angle SUW = \angle WUV = 180^\circ$ <p>We have arrived at the result that the sum of the angles of this acute angled triangle is 180° !</p> <p>Note that the sum of the angles for any triangle can be explored this way provided that the longest side is considered the base.</p>	

3. Obtuse Triangle

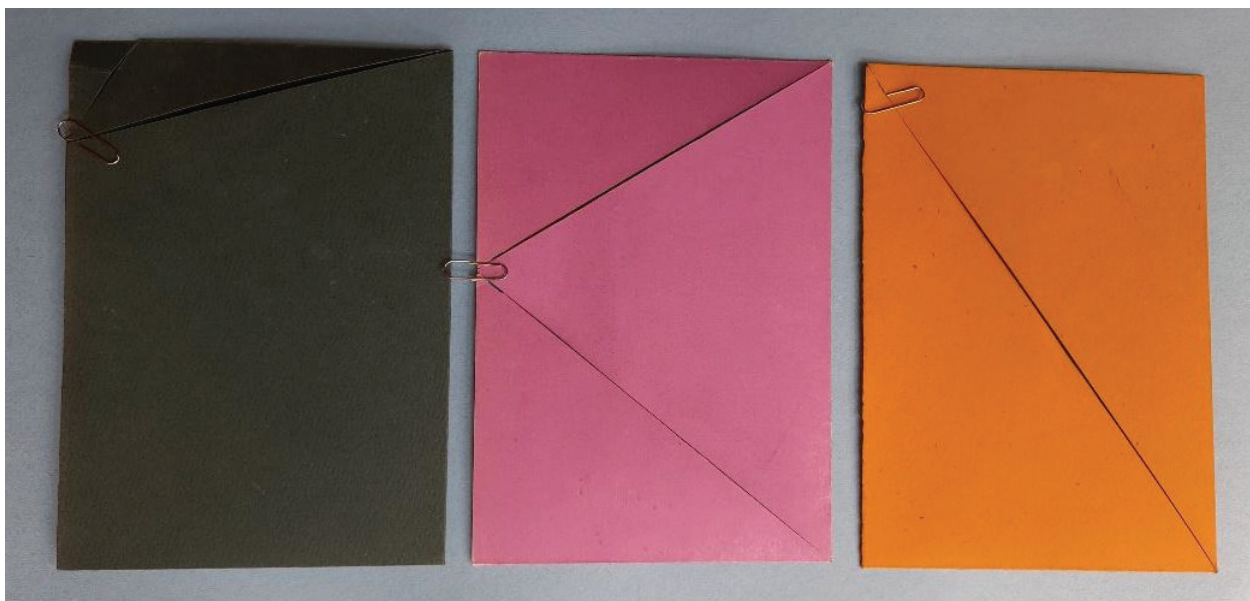
Geometric Reasoning	Paper Folding
<p>Let $\triangle XYZ$ be an obtuse angled triangle with base $XZ = b$ and height h.</p>  <p>Mark the mid-points L and M of the sides XY and YZ respectively of the obtuse angled triangle $\triangle XYZ$.</p>  <p>Figure 5</p> <p>Let N be the foot of the perpendicular from Y to XZ extended i.e. $YN \perp XN$. Let LM extended meet YN at S.</p> <p>We can prove that LS is the perpendicular bisector of YN in the following steps:</p>	 <p>By folding, mark the mid-points L and M of the sides XY and YZ of the triangle XYZ. Fold³ along LM. It helps to fold it back rather than front.</p>  

3 Folding $\triangle LMY$ back may help with the subsequent folds (see blue triangle in Figure 8).

Geometric Reasoning	Paper Folding
<p>Drop perpendicular MH to side XZ (produced). Let LN intersect MH at I.</p> <p>Since $\triangle ZMN$ is isosceles, MH is the line of symmetry of $\triangle ZMN$</p> <p>$\Rightarrow \triangle ZHM \cong \triangle NHM$ by $RHS \Rightarrow ZH = HN$</p> <p>$\Rightarrow \triangle ZIM \cong \triangle NIM$ and $\triangle ZIH \cong \triangle NIH$ (Why?)</p>	 
<p>Again, the paper folding aligns perfectly with the geometric reasoning.</p> <p>Now, $LM \parallel FH$, which is part of XZ (extended), $LF \parallel MH$ since both are perpendicular to XZ (produced), $\therefore LMHF$ is a parallelogram.</p> <p>Since $LF \perp XZ$, $LMHF$ is in fact a rectangle with area $b/2 \times h/2$ because,</p> <p>its base $FH = FN - HN = \frac{1}{2}XN - \frac{1}{2}ZN = \frac{1}{2}(XN - ZN) = \frac{1}{2}XZ = b/2$ and</p> <p>its height $LF = SN = \frac{1}{2}YN = h/2$</p> <p>Since $LMHF$ is $\triangle XYZ$ folded into 2 layers, $\triangle XYZ = 2 \times LMHF = \frac{1}{2}bh$.</p>	

A critical question at this point is whether F , the foot of the perpendicular from L to XZ , would always be within XZ . We strongly encourage our readers to explore the position of F using GeoGebra (or otherwise) by varying the position of Y without changing the height of the triangle.

If F is outside XZ i.e. outside the paper triangle, can these steps be modified to get a double-layered rectangle? If so, how? We hope to discuss these in a future article.



Acknowledgment: The author wishes to thank Swati Sircar for the additional pictures and details added to the article.



BABURAJAN. K worked as a mathematics teacher for over 30 years in a secondary school in Kozhikode Dt. of Kerala. He retired as the headmaster of A K K R High School; during this period, he served also as a member of the district maths resource group for more than 10 years. Now he is interested in training students on recreational mathematics. He may be contacted at baburajkkavil@gmail.com